

CLEMSON UNIVERSITY

REPORT
ON
INSTITUTIONAL EFFECTIVENESS

SUBMITTED TO
COMMISSION ON HIGHER EDUCATION

JUNE 1996

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This report for Clemson University includes:	

Majors or Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exam, Academic Advising, Entry-Level Placement and Developmental Education, Academic Performance of Student Athletes, and Procedures for Student Development.

The following remaining components will be reported on in the annotated year:

General Education (1997), Analysis of Undergraduate Retention and Attrition (1997), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1998), Facilities (1998), Public Service (1998), and Research (1998).

The following components are to be reported by the CHE:

Reports of Program Changes that have Occurred as a Result of External Program Evaluations, Success of Entering Students in Meeting College or University Admissions Prerequisites, Achievement of Students Transferring from Two to Four Year Institutions, and Minority Students and Faculty Access and Equity.

CHE COMPONENT 1
GENERAL EDUCATION

STATEMENT OF PURPOSE: Clemson University students will demonstrate competence in the use of basic communication and language skills, basic quantitative methodology with special emphasis on problem solving, and critical thinking.

EXPECTED RESULTS:

1. Clemson University juniors will demonstrate a greater proficiency than freshmen in the above competencies as reflected in scores on the College BASE (Riverside Publishing Co.), a standardized assessment instrument, or other appropriate assessment instrument.

2. Clemson University alumni will indicate satisfaction with their preparation in the above competencies.

ASSESSMENT PROCEDURES:

1. Selected samples of freshmen and juniors will be tested in the fall semester. The institutional matrix form of the Riverside College BASE Test, or other appropriate instrument, will be used.

2. Alumni survey will be distributed in the fall semester. Selected questions on alumni satisfaction regarding general education will be included.

ADMINISTRATION OF ASSESSMENT: The University Assessment Committee in conjunction with the Office of Assessment will be responsible for administering the College BASE, or other appropriate instrument. The Office of Assessment will be responsible for administering the Alumni survey.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The University Assessment Committee will be responsible for distributing the results to appropriate academic groups (e.g. Commission on Undergraduate Studies).

EXTERNAL: Every three years, an action plan will be forwarded to the CHE.

REPORTING YEAR: 1997

Component 1
General Education

This component was reported on last in 1994. Based on the schedule of reporting, this component will be reported on next in 1997.

CHE COMPONENT 2
MAJORS OR CONCENTRATIONS

STATEMENT OF PURPOSE: To ensure that undergraduates receive a high quality education at Clemson University.

EXPECTED RESULTS: Academic Departments will demonstrate that they meet their educational objectives as described in their mission statement and the university mission statement. These objectives are defined by the departmental faculty.

ASSESSMENT PROCEDURES: Departments will assess the education of the undergraduate major through a variety of means outlined in their individual education assessment plans. These means include, but are not limited to: exit interviews, capstone courses, student portfolios, surveys of alumni, and national and locally prepared exams. Departments are expected to engage in assessment activities yearly. (See the enclosed matrix for Assessment of the Undergraduate Major.)

ADMINISTRATION OF ASSESSMENT: Departments will be responsible for developing and maintaining their assessment plans and for conducting the assessment. Assessment should concentrate on assessing the outcome of the educational program. The University Assessment Committee will be responsible for ensuring that departments have adequate assessment plans in place and will review the reports sent to CHE. The Office of Assessment will aid departments in maintaining the assessment plans by providing advice on request and will coordinate assessment when needed at the university level, e.g., surveys of alumni.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The departmental assessment plans specify the use of findings. In most cases, the findings are reported to and discussed by the entire departmental faculty or departmental committees (e.g., departmental curriculum committees). The findings will also be shared with, and reviewed by, the University Assessment Committee.

EXTERNAL: On a rotating schedule of approximately 3 or 4 years, each department will prepare a 3- to 4-page action plan outlining their assessment activities, a written summary of the findings and a discussion on actions taken resulting from the assessment activities. Departments will be expected to discuss their strengths, weaknesses, and measures taken or planned in order to improve their programs.

REPORTING YEAR: Annually

Component 2 Majors or Concentrations

It is the belief of the Assessment Committee that faculty in each of the academic departments are the best prepared to determine appropriate goals and objectives for their majors. Further, if assessment within the major is to be effective, each department must recognize the contribution of assessment activities to the self-study and accreditation process as well as to departmental improvement.

Significant changes have been made in both the timing of the reporting on this component and the way the way this component is reported. Previously, each department which produced a major or concentration was asked to submit an assessment plan which was kept on file in this office and a schedule was devised to insure that each department reported the results of their assessment activities in an action plan format on a rotating schedule which did not exceed three years. This is the first reporting period under the new regulations in which departments conduct their assessment as part of a re-accreditation self-study. As a result of the new procedures, as well as difficulties in communication and identification of responsibilities, not all of the programs which are currently being reviewed will be included in this report.

This year five departments are completing self-studies in time to be included in this report. Of those departments, two, physics and textiles, reported within the last two years and are not required to report again. The most recent assessment reports from those departments are included in Appendix XX. Some of the departments continue to focus on “process” rather than “outcomes”. Additionally, there are still some statements of objectives such as obtaining a certain grade in a course instead of focusing on what the student will learn in the course. The Assessment Committee is continuing to work with the departments to refine those assessment plans and increase the level of involvement among the faculty. The Assessment Committee is stressing a focus on outcomes and is asking the departments to collect data on two or three objectives which they would find useful from a continuous improvement perspective. During the past year, the Director of Assessment and the Chair of the Assessment Committee applied for, and received, University Innovation Funds to bring a consultant on campus. Dr. James O. Nichols conducted two one-half day workshops for department chairs to help re-direct departmental assessment activities with one goal of causing assessment plans to be updated and to focus on “outcomes”.

Clemson has undergone significant changes due to re-structuring and most of the people who were involved in developing the original assessment plans have either been replaced or assigned to other activities. Each time an assessment is required, the departmental person responsible for preparing the action plan must be re-educated about the process. It is appropriate that the new emphasis be undertaken as the restructuring is complete and the new process, the result of the overlap committee report, is being implemented.

Although many departments are not conducting the quality assessment activities the assessment committee hopes to see, it is apparent that several departments are using assessment findings to make positive changes to the curriculum and improving student satisfaction ratings. The following are examples of the successful application of the outcomes assessment process:

Psychology: Alumni surveys identified two issues concerning advising. 1) more proactive advising concerning career and graduate school preparation needed during the freshman and sophomore years. The department developed a comprehensive handbook and distributed it to all undergraduate psychology majors and with the assistance of Psi Chi and the psychology club, a peer advising service was instituted. Alumni surveys identified a need for additional emphasis on multicultural issues. As a result, the department developed a new course, Psychology and Culture, and added it to the regular curriculum.

The student advisory committee expressed concerns about the class size of the methods courses. As a result, the department reduced the number of students allowed in the methods courses by 10 each.

Political Science: Due to student concerns about class size in the methods class it was rated the least satisfactory of all the political science classes by students. As a result, the department lowered the cap on enrollment in the course to equal the number of computers available for students to use. The first semester under the new system, student evaluations improved dramatically.

Physics and Astronomy: Alumni survey responses indicated students feel a lack of computer experience in their major field. As a result, a course in “computational physics” has been added to the curriculum to help familiarize students with computer applications in the major.

Health Science: Students rated the field work experience as needing improvement. As a result, the department revised the field work experience to include a series of six on-site visits and an 18 hour work experience.

Finance: Senior exit interviews consistently mentioned a need for improved career counseling, explanation of career opportunities in finance, a feeling that faculty were not concerned about interest in student progress, and a need for improved academic advising. As a result, each student is now assigned an advisor in the department (previously the department used a central advising office in the college). This action, personalizing academic advising and using faculty in the department is also expected to improve the student faculty relationship and the ratings of faculty being interested in student progress is expected to improve. Additionally, a symposium on career counseling will be held during the fall semester.

Economics: Alumni surveys and graduating student surveys indicated that students were not as satisfied with academic advising (both on career planning and curriculum issues) as faculty in the department felt they should be. As a result, two faculty members have been appointed junior-senior advisors and a brochure has been developed to assist them with advising duties.

Agricultural and Applied Economics: Alumni and current student comments indicated a need to publicize career opportunities for graduates. As a result, the department initiated a series of workshops and seminars and developed a brochure to market the department's curricula.

CHE COMPONENT 3
PERFORMANCE OF PROFESSIONAL PROGRAM GRADUATES ON LICENSING
AND CERTIFICATION EXAMS

STATEMENT OF PURPOSE: Student achievement in professional programs may be assessed in part through an examination of performance on licensure and certification exams in teaching, nursing, and engineering. Licensure and certification exams match collegiate achievement with professional standards and norms.

EXPECTED RESULTS:

1. (Education) The 1989-90 fiscal year represents the first full year of Clemson's College of Education students taking the National Teachers Exam's Professional Knowledge Examination. During the 1990-91 fiscal year, the College of Education will analyze test results and establish guidelines for the use of the exam as an assessment tool.

2. (Nursing) The College of Nursing expects the National Council Licensure of Registered Nurses Examination results to be at the national average or above.

ASSESSMENT PROCEDURES: The nursing and education students will take the exam during or upon completion of their senior year.

ADMINISTRATION OF ASSESSMENT: The Dean's Office, in the respective colleges, is responsible for coordinating the administration of the exams.

USE OF ASSESSMENT FINDINGS:

INTERNAL: Faculty of the respective colleges will monitor and review the findings of the exams and institute appropriate changes to curriculum and policies.

EXTERNAL: The latest, most recent annual report will be submitted to CHE.

REPORTING YEAR: Annual

Component 3

Performance of Professional Program Graduates on Licensing and Certification Exam

Nursing

The College of Nursing regularly examines the success rates of students completing the NCLEX as a method of determining whether adjustments need to be made to curriculum or methods. The expectation in the College of Nursing is that student success on the examination should be as high or higher than the national pass rates. There have been significant changes in the methodology used in administering the examinations and these changes have had an impact on both local and national pass rates. Until recently the NCLEX examinations were only offered in February and July. All nursing students were aware of those dates and paced their preparation for the examination accordingly. As a result of recent changes allowing computerized testing, students are allowed to take the examination very shortly after graduation. This may mean that students will not spend the same amount of time in preparation and could cause a long term decrease in the success rates.

Rather than the rates from the February and July examination schedules as have been reported in the past, rates are now provided on a quarterly basis since graduates are able to sit for the examination at any time. The lowest pass rate was recorded for the quarter which included the most recent graduation date. The low rate at that point may add credence to the hypothesis that students are taking the exam immediately after graduation and not preparing as they have in the past. The pass rates for the other quarters are acceptable and for the first quarter of 1996 are moving upward again (past 90%). Based the fact that Clemson students are exceeding the national average on most quarters Clemson does not have plans to change the curriculum or methods used in nursing preparation. The trends will be monitored by the faculty and if changes are needed, they will be made.

Education

The College of Education no longer exists at Clemson and the functions carried out within the office of the dean have been farmed out to various departments. Maintaining the database on pass rates for the licensing examinations is one of those responsibilities which was farmed out. As a result, the assessment plan will need to be updated and a new person identified as having responsibility for tracking the performance of students on those examinations. After obtaining the results forms which were provided by the department of Curriculum and Instruction, the Office of Assessment analyzed the results and determined the pass rates for each of the examination dates. The actual results are provided in Table 10 of the ACT 255 report which is included within this document.

On the Professional Knowledge Examination, the pass rates exceeded 94% on each of the administrations which indicates success in preparing students for that portion of the examination. On the Specialty Area Examination, the pass rates were above 80% for all administrations except for January of 1996 when the rate dropped to 75%. However, during that administration only 8 students took the examination so one student passing or failing makes a 25% difference. It appears that at the larger administrations, such as December of 1995 and April of 1996, the pass rates are approximately 85% which is probably a more accurate reflection of the rate which should be expected to represent our graduates. During the last two reporting there has been a slight downward trend in the pass rates on this examination. Although not yet alarming, the trend requires further study by the faculty and administration.

At this point a new dean, who will be responsible for all the departments in education, is about to be hired. These results will be shared with him or her as soon as feasible and discussions will take place about how best to use these data, as well as identification of a person responsible for maintaining the records.

Component 4

Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

CHE reports on this component.

CHE COMPONENT 5
ACADEMIC ADVISING

STATEMENT OF PURPOSE: The purpose of academic advising at Clemson University is to assist the student in scheduling courses so as to fulfill the requirements of the degree program.

EXPECTED RESULTS:

1. A majority of students will report satisfaction with academic advising experiences.
2. The university graduation rate, based on definitions from the Student Right to Know and Campus Security Act, will not drop below 65%.
3. A majority of students will report satisfaction with the availability of their academic advisor.
4. A majority of students will report satisfaction with the information provided by the advisor.

ASSESSMENT PROCEDURES: A survey of graduating students will be employed to provide information relative to expected results 1, 3, and 4. Expected result 2 will be determined by analysis of the annual graduation rate based on cohort data.

ADMINISTRATION OF ASSESSMENT: The survey data will be collected and analyzed by the Office of Assessment. The graduation rate data will be computed by the Office of Institutional Research.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The data will be compiled and provided to all departments and academic advising centers. The academic departments and advising centers will use the information to determine whether changes to the academic advising procedures are required.

EXTERNAL: The information will be reported to the CHE as part of the annual Institutional Effectiveness Report.

REPORTING YEAR: Annual

Component 5 Academic Advising

Clemson's assessment plan for academic advising is based on determining the level of achievement of four expected results:

1. A majority of students will report satisfaction with academic advising experiences.
2. The university graduation rate, based on definitions from the Student Right to Know and Campus Security Act, will not drop below 65%.
3. A majority of students will report satisfaction with the availability of their academic advisor.
4. A majority of students will report satisfaction with the information provided by the advisor.

Data from an annual American College Testing (ACT) survey have been used to determine the extent to which the first expected result has been achieved. For the past four years, the number of students reporting satisfaction (a combination of those reporting satisfied or very satisfied) was 54.2%, 57.4%, 58% and 58.8% respectively. Not only does this represent a majority, which fulfills the expected result, but it also indicates an upward trend of students being more satisfied with academic advising over the three year period.

Data from the six year graduation rate, as required by the Student Right to Know legislation, indicates a six-year graduation rate of around 70% for all first-time full-time students who made up the original cohort. This graduation rate is above the rate required for success in meeting expected result two. As additional information regarding the Clemson graduation rate, Postsecondary Educational Opportunity recently did a study of graduation rates of national universities in which the SAT scores were used to develop a "predicted" graduation rate which could then be compared with the "actual" graduation rate of the university. Clemson was found to have a predicted rate of 59% and an actual rate of 71%. This would indicate that Clemson is doing an outstanding job in graduating students who would not be expected to be successful on SAT scores alone.

The ACT survey also provided the data for expected result three. For the last four years the percentage of students reporting satisfaction with the availability of their advisor was 49.4%, 56%, 56.4%, and 64.7% respectively. Clemson was pleased to note the increase in the percentage of students reporting satisfaction with advisor availability.

Expected result four was not achieved based on data from the ACT survey. For the last three years the percentage of students reporting satisfaction with the value of the information provided by advisors was 44.4%, 47.8%, and 48.8% respectively. During this year, the percentage rose to 58% which indicates that this portion of the expected results have now been achieved. It has been gratifying to watch the upward trend in this area during the past four years. It is expected that the trend will continue upward for the next several years as we continue to improve our advising programs and procedures.

Clemson has taken steps to improve academic advising on campus. The Provost appointed a task force to study academic advising and make recommendations for improving the process. Although the task force has not yet made recommendations, several members attended a workshop in Columbia which was sponsored by the South Carolina Assessment (SCHEA) Network. The workshop was led by Dr. Chip Anderson, from UCLA, a recognized leader in academic advising. After studying the advising process, the task force will make recommendations for changes in the academic advising process and the resulting changes will be assessed with an expectation of improvement in both satisfaction with advising and in satisfaction with the value of information provided by the advisor.

Several departments are using their assessment findings to make improvements to the academic advising process. The following three are indicative of some of the improvements being made within departments as a result of the regular assessment process:

Economics: Alumni surveys and graduating student surveys indicated that students were not as satisfied with academic advising (both on career planning and curriculum issues) as faculty in the department felt they should be. As a result, two faculty members have been appointed junior-senior advisors and a brochure has been developed to assist them with advising duties.

Finance: Senior exit interviews consistently mentioned a need for improved career counseling, explanation of career opportunities in finance, a feeling that faculty were not concerned about interest in student progress, and a need for improved academic advising. As a result, each student is now assigned an advisor in the department (previously the department used a central advising office in the college). This action, personalizing academic advising and using faculty in the department is also expected to improve the student faculty relationship and the ratings of faculty being interested in student progress is expected to improve. Additionally, a symposium on career counseling will be held during the fall semester.

Psychology: Alumni surveys identified two issues concerning advising. 1) more proactive advising concerning career and graduate school preparation needed during the freshman and sophomore years. The department developed a comprehensive handbook and distributed it to all undergraduate psychology majors and with the assistance of Psi Chi and the psychology club, a peer advising service was instituted.

Additionally, as part of the assessment committee activity, a comprehensive survey was completed regarding the various advising activities taking place on campus. The results are attached as Appendix XX. This is the first time such a survey has been conducted and it is hoped that by acknowledging these activities on campus, we will be able to foster cooperation and involvement in improving the programs and services associated with advising.

CHE COMPONENT 6
ENTRY-LEVEL PLACEMENT AND DEVELOPMENTAL EDUCATION

STATEMENT OF PURPOSE: To ensure that the placement procedures in English and Mathematics are successful.

EXPECTED RESULTS:

1. The students who successfully complete MathSc 104 and 105 will successfully complete the immediately subsequent mathematics course.
2. Students who complete English 100 or who are placed in English 101 based on an internal placement examination will successfully complete English 101.

ASSESSMENT PROCEDURES: The distributions of grades will be tabulated in the introductory-level Mathematics and English courses based on the placement history of the students and their performance in any prerequisite courses.

ADMINISTRATION OF ASSESSMENT:

1. The Department of Mathematical Sciences, with the help of the Office of Assessment, will be responsible for maintaining the database.
2. The Director of the Pearce Center with the help of the Office of Assessment will be responsible for maintaining the database.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The findings will be reported to the respective departments on an annual basis to be used when evaluating their curriculum. If the pass rates are found to be less than expected, steps will be taken to revise the courses or teaching methods to improve the likelihood of success.

EXTERNAL: An action plan summarizing the findings will be reported to CHE.

REPORTING YEAR: 1996

Component 6
Entry-Level Placement and Developmental Education

Clemson no longer offers developmental courses for which students may choose to enroll. The content of the developmental english course is only offered through the athlete enrichment program on a fee basis as tutoring for athletes who need help in english skills before taking the regularly offered first course in english.

Component 7

Success of Entering Students in Meeting College or University Admissions Prerequisites

CHE reports on this component.

Component 8
Achievement of Students Transferring from Two to Four Year Institutions

CHE reports on this component.

CHE COMPONENT 9 ANALYSIS OF UNDERGRADUATE RETENTION AND ATTRITION

STATEMENT OF PURPOSE: To identify factors that are related to the decision of Clemson students to leave the university prior to graduation.

EXPECTED RESULTS:

1. Academic factors related to the attrition of Clemson students including special groups (e.g., minorities, older students) will be identified at the university and college levels.
2. Subjective reasons for students leaving Clemson University will be identified and related to both academic performance and student life, where possible.

ASSESSMENT PROCEDURES:

1. A statistical model will be developed which will include academic progress for each student by semester. Among the factors included in the model are overall GPR, each semester's GPR, entering SAT scores, major (including subsequent changes), and course credit load. The model will be used to identify differences among academic factors that are related to students who choose to leave or remain at Clemson.
2. Exit interviews will be conducted, where possible, with students who choose to leave Clemson University prior to graduation. The interviews will focus on academic factors as well as non-academic student life factors. In those instances when an exit interview is not possible a telephone or written survey will be used to contact the student.

ADMINISTRATION OF ASSESSMENT: The retention data will be collected and analyzed by the Offices of Assessment and Institutional Research. The interviews and surveys will be conducted by the Office of Undergraduate Academic Studies.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The University Assessment Committee will review and monitor the development of and revisions to the model and the surveys. The Committee will forward the results to appropriate groups on campus (e.g., Academic Council, Office on Student Life).

EXTERNAL: An action plan summarizing the findings will be reported to CHE.

REPORTING YEAR: 1997

Component 9
Analysis of Undergraduate Retention and Attrition

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

Component 10
Minority Students and Faculty Access and Equity

CHE reports on this component.

CHE COMPONENT 11
ACADEMIC PERFORMANCE OF STUDENT ATHLETES

STATEMENT OF PURPOSE: The programs and guidance of the Student Athletic Enrichment Program will instill sound academic values in our studentathletes, leading them to success in the classroom, achievement of academic honors, and the earning of a degree from Clemson University.

EXPECTED RESULTS:

1. Improvement in overall academic performance.
2. An increase in overall graduation rates. Further, that over an as yet undetermined period, graduation rates will approach those levels achieved by the student body as a whole.
3. A greater percentage of studentathletes who receive academic honors and/or recognition, e.g., dean's list.
4. Integration of student athletes into the mainstream of the student body.

ASSESSMENT PROCEDURES: Data will be compiled and analyzed related to team GPR's, honor rolls, academic achievement, and graduation rates of student athletes. These data will be used to compare athletes with the other members of the Clemson student body.

ADMINISTRATION OF ASSESSMENT: The staff of the Student Athletic Enrichment Program will be responsible for the evaluation process.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The result of the assessment procedures will be used as a basis for evaluating both the academic performance of studentathletes and the programs and services which are offered through the Student Athletic Enrichment Program. The results will also be forwarded to the Athletic Council.

EXTERNAL: The NCAA report, along with an action plan based on the results of the evaluation process, will be forwarded to the CHE on an annual basis.

REPORTING YEAR: Annual

Component 11
Academic Performance of Student Athletes

(Report due by end of week)

CHE COMPONENT 12 PROCEDURES FOR STUDENT DEVELOPMENT

STATEMENT OF PURPOSE: To provide programs and services which are responsive to the needs of students in adjusting to campus life, developing successful interpersonal relationships, expressing social and cultural awareness, and making the transition from college student to adults who achieve and succeed in the workforce.

EXPECTED RESULTS:

1. A majority of current students and graduates will report their participation in programs and services sponsored by the Division of Student Affairs.
2. A majority of current students and graduates who report their participation in programs and services sponsored by the Division of Student Affairs will report satisfaction with those programs and services.
3. A majority of current students and graduates who report their participation in programs and services sponsored by the Division of Student Affairs will report finding the programs and services to be beneficial to their personal and social development.

ASSESSMENT PROCEDURES: Current students and graduates will complete combinations of institutionally designed or nationally normed surveys and needs assessments. In addition, selected groups may participate in focus group discussions, personal interviews, or other appropriate data collection methodologies.

ADMINISTRATION OF ASSESSMENT: Responsibility for initiating assessment activities, developing assessment criteria with the staff, and meeting existing deadlines will reside with the Directors of the Departments within Student Affairs. These activities will be coordinated with the Associate Vice-President in charge of the departments, who will review criteria, instruments, methodology, and other pertinent procedures periodically.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The results of the assessment activities will be reviewed by the University Assessment Committee and will become part of the departmental annual reports of effectiveness submitted to the Vice President for Student Affairs. Each Director will discuss the findings with his or her staff and Vice-President, specific faculty, students, and other individuals that may benefit from knowledge of the findings. The results of the assessment data will be incorporated into the departmental planning meetings held at the beginning of each year. Specific programs and service offerings will be revised based on the outcome of the assessment activities.

EXTERNAL: An action plan from the Vice President for Student Affairs will be submitted to the CHE.

REPORTING YEAR: 1996

Component 12
Procedures for Student Development

This component was reported on last in 1994. Based on the schedule of reporting, this component will be reported on next in 1996.

CHE COMPONENT 13
LIBRARY RESOURCES AND SERVICES

STATEMENT OF PURPOSE: To insure that students, faculty, and staff of the University have access to and can utilize the Libraries collections via simple procedures and timely responses to inquiries. Further, as the knowledge base continues to expand, the Library is committed to the continuous development of services to scholars, as well as the scope of its collections.

EXPECTED RESULTS: Current students, faculty, and other populations to be specified will indicate satisfaction on surveys concerning the usage of materials, the efficiency of procedures for accessing the materials, and the scope of the information available, not limited to library collections.

ASSESSMENT PROCEDURES: Various institutionally generated and nationally normed surveys and needs assessment instruments will be used. Focus groups with selected populations may also be used to gather additional information.

ADMINISTRATION OF ASSESSMENT: The Dean of the Library, in consultation with the Provost, will initiate the assessment process. Selection and/or composition of instruments will be under the purview of the Dean and the University Library Advisory Committee. Reporting the results will be initiated by the Library at the end of the assessment period.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The findings of the assessment process will be shared with the University Library Advisory Committee, compared to the standards developed by the American College and Research Library Association, and communicated by the University Assessment Committee to other appropriate university groups. Information will be utilized to revise policy, expand collections, and improve library services to scholars.

EXTERNAL: An action plan summarizing the findings and actions taken will be forwarded to CHE.

REPORTING YEAR: 1998

Action Plan
CHE Component 13
Assessment of Library Usage and Collection Development Procedures

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 14
ADMINISTRATIVE AND FINANCIAL PROCESSES AND PERFORMANCE

STATEMENT OF PURPOSE: The purpose of the university administration is to facilitate attainment of department, college, and university goals and objectives by:

obtaining, managing, and allocating resources to maximize scholarly activity;
ensuring that the university is operated according to established policies; and
providing an atmosphere conducive to high morale among students, faculty, and staff.

EXPECTED RESULTS: The administrative process at Clemson University will be judged effective in facilitating scholarly activity and managing resources.

ASSESSMENT PROCEDURES:

1. Review of academic administrators as defined in the Faculty Manual and of other administrators as defined by the "Employee Performance Merit System" (and appropriate University policies) will be conducted.
2. In order to enhance the talents and skills of administrators, a program of continuous improvement will provide administrators with feedback from their immediate constituencies regarding performance on relevant dimensions (e.g., communication, decision-making ability, assistance in professional development).
3. Data on costs of teaching, research, public service, and support services will be analyzed. Appropriate ratios will be calculated for each administrative unit for analysis across time and for comparison to peer institutions.

ADMINISTRATION OF ASSESSMENT: The surveys will be tabulated and summarized by the Office of University Assessment with summaries provided to appropriate persons. The Office of Assessment, in cooperation with the Office of Institutional Research, will generate and analyze appropriate university budget data.

USE OF ASSESSMENT FINDINGS:

INTERNAL:

1. The evaluations resulting from formal review of administrators will be used for decisions of continuance and enhancement of their performance.
2. Information will be handled in a confidential manner and will be summarized by the Office of Assessment. Information summarizing constituent feedback will be reported directly to each affected administrator. The administrator will be expected to utilize this information to enhance administrative performance.
3. Budget information and ratios will be reviewed by the Vice Presidents and the Academic Council. This will allow an assessment of cost effectiveness and efficiency with the expectation of adjusting goals and using tactics to improve cost effectiveness in the attainment of instructional and administrative unit goals.

EXTERNAL: Related to Assessment Procedure 1, the Provost and Vice Presidents will provide a summary report annually to the Office of Assessment citing the number of administrators reviewed and reappointed at each level (e.g., Department Head, Director, Dean). The Office of Assessment will summarize the program in Assessment Procedure 2. Feedback from the Vice Presidents and the Academic Council regarding Assessment Procedure 3 will be provided to the Office of Assessment. The Office of Assessment will use this information in preparing an action plan to be reported to CHE through the Provost.

REPORTING YEAR: 1998

Component 14
Administrative and Financial Processes and Performance

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 15 FACILITIES

STATEMENT OF PURPOSE: To insure that sufficient, quality space is provided for the various functions of the university.

EXPECTED RESULTS:

1. Required space for classrooms, laboratories/studios will be available for the academic programs.
2. Required space for support activities will be available.
3. Required space for student life activities, e.g., dormitories, recreational facilities, etc., will be sufficient.
4. The quality of the facilities in each of these areas will be rated as at least satisfactory by the university community.

ASSESSMENT PROCEDURES:

1. Indicators of usage and space available will be developed.
2. A sample of the university community will be surveyed on a regular basis to determine the degree of satisfaction with the availability and quality of facilities provided for the various functions.

ADMINISTRATION OF ASSESSMENT: The Office of Space Resources, in conjunction with the Facilities Planning Committee, will be responsible for developing indicators of usage, identifying available space, and developing and administering a survey to determine the level of satisfaction with the facilities available.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The University Assessment Committee will report the findings to the Facilities Planning Committee and other appropriate university groups for their review and action.

EXTERNAL: Every three years an action plan will be submitted to the CHE identifying the results of the assessment and the steps taken to improve existing facilities or to address other concerns related to facilities.

REPORTING YEAR: 1998

Component 15
Facilities

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 16
PUBLIC SERVICE

STATEMENT OF PURPOSE: The purpose of public service activities is to extend education beyond the university and share the expertise and research findings with a broader audience to improve the welfare and quality of life of the citizens of South Carolina. A secondary purpose is to advance and strengthen the activities in the faculty's professional disciplines in order to improve the quality of both teaching and research.

EXPECTED RESULTS: These public service activities will result in measurable improvements in economic development and quality of life in the state. Public service activities relating to professional organizations will enhance the visibility and national standing of Clemson University.

ASSESSMENT PROCEDURES: Each academic department and unit has developed an assessment procedure based on its specific goals and objectives in the context of the broader goals and objectives for public service of the University's expanded mission statement. (See the enclosed matrix for Assessment of Public Service.)

ADMINISTRATION OF ASSESSMENT: Departments will be responsible for developing and maintaining their assessment plans and for conducting the assessment where feasible. Assessment should concentrate on assessing the outcome of public service activities. The University Assessment Committee will be responsible for ensuring that departments have adequate assessment plans in place and will review the reports sent to CHE.

USE OF ASSESSMENT FINDINGS:

INTERNAL: Assessment results will be reviewed by the appropriate departmental or unit committee to provide feedback and identify areas of successful performance and unmet needs. The University Assessment Committee, or the appropriate designated unit, will provide feedback in its reporting process to all units.

EXTERNAL: An action plan summarizing the findings will be reported to CHE.

REPORTING YEAR: 1998

Component 16
Public Service

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 17 RESEARCH

STATEMENT OF PURPOSE: To ensure that Clemson University meets the research objectives as outlined in the University Mission Statement as well as developing:

1. A program of applied and basic research, technology transfer activities, and industrial sponsored research.
2. Links between research, sponsored programs, and graduate education.

EXPECTED RESULTS: The University will be actively involved in research endeavors at a state, national, and international level.

ASSESSMENT PROCEDURES: University-level assessment will include:

1. Comparing the number and quality of research papers, reviews, books and monographs, software, and creative works published across years and among peer institutions.
2. Tabulating the number of research proposals submitted, the number funded, and the sources and amounts of awards, and expenditures.
3. Compiling statistics on growth over the years and analyzing the University's position with respect to the top 50 research universities in the country.

ADMINISTRATION OF ASSESSMENT: The Office of University Research will provide the university-level assessment.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The universitywide findings will be reported to the Commission on Graduate Education and Research as well as to other appropriate groups, e.g., Council of Academic Deans and the

Faculty Senate. These groups will use the findings to develop strategies to direct and support research and scholarly activities which are in keeping with the University's research objectives.

EXTERNAL: The universitywide statistics will be reported to the CHE on a 3 year basis.

REPORTING YEAR: 1998

Component 17
Assessment of Research

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.